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Considering a satellite program for a local housing park, Roger Williams College examined (1) its feasibility, (2) alternate ways of setting it up, (3) sources of funds, (4) curriculum design, (5) selection of staff. Park residents were asked to share in planning, decisions, implementation, and operation. As initial reaction was wary, the college had not only to gather data, but also to keep interested groups informed. Publicity was planned to prevent cross-cultural friction. The program, for 40-45 students, was to provide (1) field study to complement main-campus study, (2) a site for pilot projects in practical new study methods, (3) collaboration with residents for individual development. It was to start within the college's resources, with later help from OEO or HEW. The director was to be paid from private funds, his staff to include two members from the college, plus Peace Corps and graduate school recruits. Curriculum selection and planning, community cooperation, credit, etc. were discussed. Recommendations include: more space in the park; a residents' advisory committee; credit for some courses; outside speakers' fund; early student orientation; program documentation and evaluation; involvement of students and residents in all decisions; a faculty that will live in the park, include at least one woman, have continuity, be active in park affairs, report regularly, and meet with main-campus staff. (HH)

ED031678

REPORT

to

ROGER WILLIAMS COLLEGE

81 p.

JC 680 307

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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REPORT

to

ROGER WILLIAMS COLLEGE

Submitted by:

OSTI

(Office of Scientific and Technical Information)

January 27, 1968

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UNIVERSITY OF CALIF.
LOS ANGELES
JUL 8 1968
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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Appendix: Map and Hartford Park population charts

This report to Roger Williams rests on assumptions that the college, if it choses to attempt the satellite program, will:

a) Continue to convene meetings of constituent groups at Hartford Park and its immediate neighborhood;

b) Seek approval of local residents through discussions;

c) Seek extensive collaboration with residents;

d) Establish a formal procedure of communication and mutual planning;

e) Avoid unilateral press announcements without consultation with residents' committee

The satellite program calls for a major reallocation of college resources into the area of social service and collaboration with neighborhood residents.

CHRONOLOGY OF STUDY

~~Introduction~~ Interaction between Roger Williams and OSTI initiated in a series of conversations between Donald A. Schon and Dan Mellor in July 1967.

These discussions continued in a meeting of August 1967 at which President Gauvey and members of his staff met with Fred Wiseman, an OSTI member and Malcolm Skolnick and Richard Leone, two OSTI consultants.

At this meeting, President Gauvey outlined his hopes and questions related to the possibilities that Roger Williams College might establish a satellite in the Hartford Park Housing complex.

A number of problem areas emerged from discussion at the meeting and even more questions were developed when Wiseman, Skolnick and Leone, accompanied by Dan Mellor of Roger Williams visited the project.

These questions and problem citations were submitted to Roger Williams in a memorandum dated August 8th. The memo was submitted as preliminary statement indicative of the nature of the investigation and study which OSTI was prepared to undertake. Many answers to questions are found in the body of this report. However, some brief answers are included in the appendix. Answers for several of these questions are now less significant because the scope and scale of the proposed satellite program has been reduced.

Leasing, rehabilitation, and management costs, reasons for vandalism, vacancy rates, school situations, broad relationships to systems of the urban complex, safety, and understanding gross community needs are to various degrees peripheral. The central questions which must be resolved before any attempt at establishing a satellite complex is made, concern areas such as goals, program personnel and finally, funding.

Roger Williams responded to this memorandum August 8th by indicating its wish to use OSTI in a consulting capacity to undertake and complete a study leading to the college's entrance into a satellite program at Hartford Park.

On August 23rd, in a letter to Dan Mellor, a summary statement of understanding discussing the nature of the work was submitted. In this letter it was affirmed that Roger Williams was requesting OSTI to provide technical assistance in determining:

1) The possibility of a satellite program
2) Alternative strategies for implementing it
3) Sources of possible Federal and Foundation support
4) Design of curriculum
5) Selection and training of staff

On November 16th a formal request and authorization of work was received in a letter from Edwin F. Hollenback, Vice President for Financial Affairs for the college. The study began informally approximately two weeks prior to this letter.

Peter Gesell, an OSTI staff member and Malcolm Skolnick an OSTI consultant initiated a round of discussions with:

Dan Mellor of the College Staff

Sirouko Howard - HUD

Frank DePetrillo - Progress for Providence

Arthur Falcone - Federal Housing Authority

Thomas Hynes - Hartford Park Manager

Hartford Park Residents

Vists Workers

A culmination of these discussions was reached at a meeting held on November 17th. An interim memorandum summarizing some of the contents of that meeting was submitted to the college and participants of the meeting on November 27.

We take particular care to cite this meeting and call attention to the participants (see appendix) because the meeting and its outcome represent an important element in the study.

From the beginning of our conversations and in almost all of the attempts to obtain information we found a consistent attitude on the part of individuals representing various groups connected to the project by affiliation or interest. There was unanimous expression of good will toward the satellite idea

There were detailed expressions on the part of individuals concerning what each thought the project would mean to him or his group.

- The residents saw good influence from college kids. Those with children hoped for tutorial vocational and recreational facilities.
- The Housing Authority was frank in its desire to help along a good idea and simultaneously rent units which are now unrented.
- The poverty agency expressed hope that the project would give additional substance to their efforts at providing additional education, employment and recreational opportunities to Hartford Park residents.

These statements represent a summary of the attitudes when taken with an additional warning. Though people were receptive, they were not enthusiastic. The reaction seemed to be one of guardedness and control, almost as if each considered that too much excitement would lead to disappointment. Though each thought highly of the idea, so also did each feel that little hope could be offered for its success.

One element of this uncertainty is reflected in the remarks - particularly from persons at the Olneyville Office of Progress for Providence. These people feel that the college has started to talk

about their satellite project before they had a program or funds. They also objected to the announcements being made without consulting the residents. The accusation at the time of the announcement by a few persons that the college would use residents as guinea pigs suggested another form of distrust in both the program and the college.

Having found receptivity and the expressed expectation of frustration very early in the "satellite" efforts, we began to structure the study into a dual program of information gathering and establishing communication lines between the various constituent groups.

The convention of the people in the meeting of November 17th was part of this process. So also was the interim memo issued November 27th part of this process. It was an explicit attempt on our part to act on the college's behalf and pull an advisory group together to represent the various interests and keep them informed.

Clearly continuing this process is a fundamental activity for Roger Williams, if the decision is made to embark on the satellite project.

If the college decides not to undertake the project, it should take special care to inform directly all the persons involved in the initial considerations of the project.

PROGRAM OUTLINE

THE PROGRAM SIZE:

The physical constraints of housing may change this figure sone, but we feel the program should start with approximately 40 to 45 students. This number of men and women make a diverse yet manageable group. The Peace Corps has found this size group optimal for training. Larger groups lose their cohesion and tend to lose the sense that they are being given individual treatment.

THE PROGRAM SCOPE:

The model we see for this satellite project is community inventory and subsequent development of one's role in society. One begins with self-orientation. He proceeds to consider the inidvidual, the family, the neighborhood social systems and finally to study the urban complex and broader matters if the student and the college develop that expertise and level of interest.

The broad rationale for these programs would be based on the idea that action oriented social experience is a desireable part of a liberal arts education.

THE FUTURE

Having established cooperative links and gathered some understanding of the area, the college could then collaborate in the development of programs for the community. The High School Certificate course might make a good beginning. Under Title I, programs could be funded to bring residents together

to learn more about government programs for them in Providence and to learn more about how they can take a more active role in their community. Job training may possibly be a direction for Roger Williams if the college develops the capacity. Clerical fields, automotive mechanics, teaching and health personnel will be in greatest demand over the next few years.

The service which students undertake will probably continue to be relatively unsophisticated. As time passes, students and residents may see different sorts of services with which they could help meet neighborhood needs.

Community Interests:

Conversations with residents indicate needs for recreational supervision and recreational facilities. Game rooms, day care centers, gardens, arts, and crafts activities also fit this category. Children have considerable space in the neighborhood for recreation but little supervision, coaching or materials. Parents do not want their young children wandering in the area particularly after dark. Supervision for these children would ease the parents' minds and serve a clear need. A day care facility would be a particular need for small children.

A cooperative program between residents, Progress for Providence, and Roger Williams might be developed.

Residents;

Since Hartford Park is the target of Roger Williams' intervention, these people should be participating in the process of decision making, growth and operation. We would advise assembling an advisory committee of residents to engage in this planning.

Communications with operations at the Hartford Park satellite campus will need some formal structure. An organizational chart (see) indicates formal groups at three levels to share and consider the experiences of this experimental college program. These groups should start meeting soon. A series of formal small meetings should be held to clarify the goals and plans for this satellite program to all faculty and to students. For the general public a sensible and constructive act might be to put the formal announcement to the press in the hands of a group or a representative chosen by the local residents at Hartford Park. Such a gesture would help establish a climate of trust between these groups. Roger Williams should strive to prevent formation of town and gown camps. Regular interaction with residents may be expected but it should not be taken for granted.

The Press:

The friction that exists between residents at Hartford Park and Roger Williams is largely a result of unfavorably timed articles and unfavorable copy. In the interim memorandum to the college and in several conversations we have stressed the practical and symbolic importance of preventing unilateral press releases, interviews and remarks about the proposed Hartford Park satellite program.

The residents have a great deal to do with any measure of success such a satellite might enjoy. If they respond differently to publicity initiated by the college, the college must take this difference into account. It is an elementary matter in even the slightest cross-cultural experience. If the college hopes to establish a productive dialogue, they must listen intently and sensitvely. There will be other differences that will be elusive and hard to work out.

Funding:

The greatest innovation that Roger Williams can use to draw new funding is collaboration with the local residents and poverty program.

Training programs for the Labor Department

Summer programs for OEO

Headstart programs and day care work for OEO

Research and Development of new teaching methods for HEW

Adult Education for OEO or Labor

Adult Education for OEO or Labor are promising possible program areas.

The Program here suggested - is designed to be within the resources of Roger Williams college. Mr. Sikouko Howard's support might help to locate some of the essential furnishings for the rooms at number two Whelan Road from government surplus.

From our discussions , we felt faculty held a strong inclination to develop a department of education . But that inclination is still gestating. The satellite program at Hartford Park can be the opportunity to blend planning with action in the development of our education department. Education of interested parents, groups of children and tutorials with individuals would be an integral part of life at Hartford Park. We suggest a sensitive and disciplined approach to the questions of education in today's cities through dialogue and cooperation with the actual clients of school systems. This may be a more fruitful approach to education in urban areas than the traditional approach which emphasizes the "rules" of school systems, pedagogy, content and classroom before attending to larger and more relevant social concerns.

If this investigation into matters of education in cities is coupled to the satellite program, Roger Williams and the residents should find even greater rewards in the process.

If Roger Williams choses to undertake this challenge, the choice might make a significant turning point. Small colleges have an important role to play in higher education.

However, these institutions usually follow a mold that plays to several audiences. This variety can mean mediocrity in several things. Secretary of HEW, John Gardner, has urged small colleges to specialize more in order to bring higher quality to these college programs. Perhaps Roger Williams can take this opportunity to restrict its range but improve its performance by investing in education and social service.

The Director:

Roger Williams needs a skilled person as director for this program. To attract such a person the college should seek private funds to support a man who would serve in this satellite capacity.

He would also direct the new efforts of Roger Williams to build its Education Department. A person with experience in community action would be highly desirable.

The faculty should have one or two persons who are now faculty at Roger Williams. Perhaps the psychologist and a social scientist. These people put on the satellite program would help prevent communications problems and help to redirect the college curriculum. They would help establish continuity in the follow up. They should live at Hartford Park or in the immediate vicinity. Like the Director they should expect to work at odd hours.

Other faculty can be sought in several places of which the Peace Corps and graduate school are most promising. Career Information Service Bureau at the Peace Corps can help the college find suitable volunteers. Community action experience and personality are important considerations.

A recreation and day care supervisor would be a person funded it is hoped through proposals made by Programs for Providence, residents and the college.

Community inventory for community development specialists is as important as their technical skills like farm management or machine repair. Their knowledge of local social structure, resources, power and attitudes is the enabling tool for their actual task. The student's success at this initial reconnaissance will determine much of his future success in the satellite program. For Roger Williams' overall program at Hartford Park it may mean making a difference in the community or merely bringing in a nice bunch of kids.

The occasional undefined goals and time that characterize this initial inventory of the community are worth the investment. Effective demonstration of competence within the satellite program will provide a foundation for development. The experience of Peace Corps, VISTA and numerous other field study or field action groups have learned this lesson after thousands of failures. Unlike the Peace Corps, Roger Williams does not have great novelty or good will. These community inventory skills are useful for students in other circumstances than Hartford Park. One useful source of materials and suggestions in this area of community inventory is the University of Michigan.

Linkages:

Linkages with other institutions at this time might include transfer of students and borrowing of professional persons from non-academic organizations as consultants, lecturers or seminar leaders. However, joining with another college, before the satellite operation has some proven achievement, would possibly submerge Roger Williams' role and investment. When a viable program is operating then expansion of activities and association with other colleges might promise more productive partnership.

Roger Williams should put first things first by establishing a modest but viable program. When a satellite program is under way and thriving, the college can explore expansion and partnerships elsewhere.

It has been suggested that this satellite operation be entirely autonomous of Roger Williams' main college. The autonomy may hold some attrations but probably would hurt more than help.

An association with a University could be developed. Roger Williams might be the feeder to that University's social work or education departments. Where such an association could be immediately useful would be as evaluator of Roger Williams' satellite program. Evaluation

might be an excellent doctorate thesis, especially if the evaluator were a participant observer supported by the university.

Special problems lie in logistics of changing personnel at the satellite site. A complete change of people at one moment would be extremely disruptive. Orientation time is precious. Substantial amounts of time will have to be devoted in the beginning to initiate the students and faculty properly. After this beginning the orientation of new students could be taken on by more experienced peers. Such a change would halt service activities. By scheduling orientation for new students and faculty while the preceding group is at work and implementing a step-by-step exchange of people would make the transition smooth. Introducing new students and faculty in January and June seems a reasonable plan.

Vacations

Since the ordinary long summer vacation is not a part of this satellite program, the college may feel students should have a few three-day weekends or one-week breaks without formal classes. These sorts of breaks bring complications if students are responsible for certain assistance in various public services. An occasional week with no classes but continued service may be the solution to this problem.

Living Arrangements:

The placement of Roger Williams' faculty and students would be in Number Two Whelan Road. Other locations outside or inside the project might be possible but we have not investigated them since Number Two is vacant and available. Other buildings in Hartford Park seldom have vacancies.

Filling the rest of the building is a problem. Roger Williams would take only two or possibly three floors of the building. The former residents of Number Two whom we have interviewed indicate that the building is either unsuitable or undesirable for families with children. Mr. Falcone of the Housing Authority indicates that elderly couples do not qualify for these three bedroom units. Perhaps elderly persons would choose to live in groups of three and thus be eligible for the high-rise building if joining together qualified them.

Perhaps the Housing Authority would consider changing Hartford Park extension. When vacancies occurred they might join apartments to form four unit dwellings and make them available to families. At the same time they would place elderly in Number Two.

The close living circumstances for the college would be desirable for administrative reasons. However, there is one caution. These close accommodations might become a collegiate enclosure, isolated from the residents. Particularly in the winter when few people are outside and morale tends to sag, students and faculty should consciously review how well they are maintaining contact with the residents. A simple check on the frequency and duration of meetings between students and residents might be made occasionally. One could ask: how many persons outside the college have you spoken with this week? How many occupations do these people represent? How do you spend time during the day? How much of this time is wasted?

Since the college has been offered the lowest rates for rooms and since financial resources are small, we suggest students live four to a unit. This would put two students in each of two bedrooms and provide study, living and dining space for four persons. The number could be increased to six persons per unit but with some hardships. The single bathroom will mean some inconvenience. In this first year students should be asked to pay for their own accommodations $_____. (current lowest welfare rate)

The college would probably take the lower floors. Panic doors would guard against outsiders entering except through the front entrance which should be posted with an attendant. Elevators would not stop on floors where the students lived.

Furniture would be scarce. Chairs, beds, and a table should be adequate. Some of this furniture may be available in government surplus on a loan basis.

Probably the students should be about half male and half female. This arrangment would suit the placement of men on one floor and women on another. However, it is unlikely that the students will apply in such proportions.

Automobiles:

The college should avoid parking their cars on Whelan Road. Flower Street has some space but students should be discouraged or forbidden to have cars in the neighborhood. Public transportation is available for essential travel. Cars parked by outsiders in the neighborhood will probably invite some vandalism.

DEMANDS OF SATELLITE PROGRAM ON ROGER WILLIAMS:

Roger Williams College has several limitations and problems that restrict the possibilities of mounting a satellite project.

Its curriculum is designed for average students and holds no particular emphasis. The academic work is largely introductory or transitional. With the exception of some aspects of the engineering courses, political science, or the library, one finds few field study programs in Roger Williams' past performance. The phrase "giving the kids a chance" is often the description of the college purpose. The college is perceived in general terms as a chance but not so strongly as an active or challenging educational organization.

... The students at the college are generally commuters

... student organizations seem relatively weak

... students are used to learning in set patterns from their faculty

... students are not skilled in using other students in peer groups for learning in college.

... students are seldom given support for their studies at home

... Involving these students in a residential program is by definition a change of emphasis for the college, students and faculty.

... The college should carefully explore these new areas for learning in this residential setting.

To some degree, having a commuter student body brings diffusion and weak sense of purpose. However, Roger Williams also suffers

from a weak system of internal communication, meetings for faculty and for students are hard to arrange within tight scheduling of classrooms and faculty. Encounters between faculty members and students tend to be relaxed and fleeting. Understanding, within the college, of other persons' activities in the organization seems to be vague, not so much for lack of interest but largely because of a sense of separation. This problem of communication will certainly increase with the establishment of a satellite operation in another part of town. The satellite operation itself will be cut off. Roger Williams itself will suffer if it does not share and study feedback from the Hartford Park satellite program.

-- In short, the college must improve its internal communication and define its goals more specifically if the satellite program will have the thrust to succeed.

WHAT IS A SATELLITE PROGRAM?

Roger Williams is exploring more than one satellite campus possibility.

How are they related to the main college program?

Are they field study stations for the development of curriculum at the main college?

Are they pilot programs to break into new activities and directions for the college?

If the programs are not related to the main college, there is no reason to try them. These satellite operations require considerable investment. They should not simply add to the fragmentation of the college. Satellite activities should define

its purposes more clearly.

It is important at this time to state the goals for relating the satellite program to the main college courses. This relationship is particularly important if the college values the communication between its satellite and its main operations. If the satellite is only irrelevant curiosity to the main body of students and faculty it will be neglected after the initial publicity subsides.

Communication and relevance are also necessary for a successful experimental station. A satellite operation by defining the college commitment can increase the energy and imagination of the educational program.

The satellite operation may be clarified as a program to:

a. provide field study activities as a complement to main campus study.

b. To be a site for pilot projects for the college to develop new methods of study (here the beginnings will be practical first and theoretical second.)

c. Try to establish collaborative programs with community residents.

These three aims make a vehicle but need substance in purpose. To clarify the pirpose of the satellite project the goals generally held by the college need to be restated.

The major elements relate to curriculum, community relations, and management problems.

- The curriculum of the college must be changed to permit innovation, development and uses of new materials; field study for credit; and emphasis of social studies and education in urban circumstances.

- The community residents must be a partner with the college.

- Management problems relate to internal communication, press relations, and the investment of people, time and money in this proposed new program.

The proposed Hartford Park satellite is a new effort in several ways. It seeks to work at the neighborhood grass roots, with residents for the purpose of learning about urban conditions through a new program of academic study and field work.

With the exception of work-study programs, field activities are new for Roger Williams. Residential academic programs are new. A formal consideration of urban conditions is new. New curriculum approaches have been tried only occassionally. Social service or action for credit is new to Roger Williams.

Roger Williams is considering a continued new facility in Providence and a couple of other, different satellite operations.

As things fall apart, the college must ask: will the center hold? A satellite by definition is dependent on a stable larger body.

What are the college priorities? How does the college assess its achievement? Why is the satellite idea appealing?

One clear intention of the college is to expand its facilities in the form of the new Bristol Campus. Expansion in other directions should not be an end in itself.

Does Roger Williams want to engage more actively in community affairs? If it does, why have no plans been framed to participate in the community affairs of Bristol?

Is Roger Williams seeking to maintain a presence in Providence to encourage continued enrollment from the city?

Is Roger Williams pressing for funds in a currently saleable program area primarily to get funds? The marketability of an idea and the inspiration to pursue an idea often develop simultaneously. This satellite program, if it is to have any continuing substance, requires investments of time, people and money from the main college. This investment from Roger Williams must precede any funding from the outside. This investment will require more discipline and participation of faculty, students and administration than one now sees at the YMCA and Pine Street. This organization of college resources would benefit all aspects of the institution.

If the concerns with prople and urban conditions do not reflect a shift in Roger Williams' overall intentions one wonders why the college should make the investment in a program at Hartford Park. A purposeful pursuit of these concerns is required.

The satellite could be a brief experiment to test the water before making more extensive commitments. However, the college must think of the students who participate in the program. It

should find resources to follow up any interests students develop at Hartford Park when they return to Roger Williams' main campus.

If the satellite program is just an excursion without relevance to other college programs, it seems improbable that funding sources will wish to help it develop. How such an excursion will benefit either terminal or continuing students is unclear unless one hopes only for changes of attitude. It is questionable whether the excursion model would attract serious students or faculty. The environment and events in which the students will live are not so exotic that they will carry student interests for a full year. We suggest Roger Williams reject the excursion model because all other aspects of the institution would hold priority over an irrelevant satellite.

The character of Roger Williams College, Hartford Park and the suggested satellite program do not have precise counterparts elsewhere, but there are some general lessons.

We find that similar projects by Peace Corps and colleges designed to meet urban problems and give students relevant field learning in metropolitan work have encountered these difficulties:

1) The dialogue with community residents which is fundamental for success is far more difficult to initiate, maintain and develop than anticipated.

2) The complexity of the urban scene is more entangling and confounding than anticipated.

3) Regardless of their learning and intentions, helpers find serving a community or neighborhood demands more time, energy, and insight than anticipated.

4) Evaluating success or failure in such programs produces little substantial data other than providing measures of morale in the program. This problem is partially because programs lack clear goals and particularly because programs are poorly documented.

5) Most institutions have tackled programs beyond their capacity, leaving the target constituencies of students and residents and the instructors with frustrated expectations. This usually results from the eagerness of planners to attract initial participants by over-stating program goals in order to make them especially interesting.

6) In the process of program creation and educational design the bulk of energy and skill tends to be channeled into creating administrative and organizational mechanisms that bring people together to training or learning. Relatively little attention is given to providing the learning materials which people will use when the program starts. Some instructors may use marginally applicable materials and adjust their educational goals accordingly. The novelty of the assembly and utilization of human resources is only one step in the innovative educational process. Even greater effort must be devoted to defininig program goals devising materials and evaluating performance. If these steps are forgotten or undone, the developers find themselves merely putting old wine in new bottles.

These observations taken together with our knowledge of Roger Williams' resources and goals lead us to suggest a modest satellite program with room for growth if achievement and circumstances develop favorably.

The urban study programs of larger and more established colleges tend to direct their attention toward developing professional or subprofessional skills in fields such as urban planning, education, sociology and so forth. Some act as urban study clinics. Roger Williams does not have capacity at this time for such ambitions. The satellite program outlined in this report would call for a heavy commitment of time and effort but would be limited to a narrow field. The program would seek at first to learn about the immediate community of Hartford Park and develop familiarity with larger sections of this part of the city. A part of this learning, responsibility, experience, and information gathering as a civic aid. The intention of this satellite program would be to seek social expertise especially in matters pertinent to this section of the city of Providence, Rhode Island. The first target is Hartford Park. The later targets would be larger areas taken a step at a time.

In its effort of learning by doing, Roger Willians should try to facilitate and aid in local social services whether it be day care center assistance, recreation assistance, tutoring, home visits, arts and crafts aid or other similarly appropriate activities with local persons of the neighborhood.

Individuals of Roger Williams College must make a decision to participate actively in this program. The value of witnessing and encountering aspects of life in this uncommon college site apply to faculty, administration and the students.

One clear lesson found in the problems of government in cities is that communication to the governed should mean more than words. "Go where the action is" is a pertinent slogan even if the action is commonplace, tiring and happening at inconvenient hours or places.

-- Continuing attention and stress must go to assuring participation of and collaboration with residents of the neighborhood. Unlike urban universities which frequently dominate communities, Roger Williams has no such influence. Being relatively powerless permits flexibility and reasonable freedom to define the role and character of the college at this satellite site.

-- The field work is time consuming and difficult to separate from simple socializing. The college faculty and even the students will find the ambiguities of this element of their learning frustrating.

-- Curriculum offerings should at the start be narrow. They can be unusual - but should be narrow. The time available for designing good new courses of any sort is limited. Considerable thought must be given to the kinds of supervision and coaching that faculty will provide students in their field work. Considerable thought must be directed to providing students the most helpful devices for independent instruction.

-- The possibilities for courses are so numerous that we chose to focus on three broad categories: the individual, the family, and the neighborhood. The individual is the principal vehicle for studying education, psychology and personality. The family

is a modest economic unit and a social and political grouping which reflects the general culture. The neighborhood is a large family in that it constitutes a political, economic, and educational system while connecting with other systems of the urban complex - like transportation, communications, health, law enforcement, and so forth. Eventually, offerings related toward this or other areas of the principal structure as a whole can grow out of the experiences joined from efforts nominated to study any of the other three areas.

Eventually, course offerings related to this last area can grow out of the experiences in exploring the more manageable content areas.

In considering the individual, one can view him scientifically, psychologically, or anatomically, he can be seen poetically or as a character in a novel, short story, or biography. He might be the subject of a time-motion study or he might be a model skilled technician. Considering the various roles an individual plays in society and investigating the kinds of options in live that face persons in the Hartford Park neighborhood would be an integral part of this course.

The family can be seen as a biological group, a kinship system or even a peer group.

The area of Providence to which we generally refer as the community or the neighborhood consists of two parts: The Hartford Park Project and its invirons. Although pockets of the area may claim a cohesive sense of neighborhood, the whole area is not a neighborhood in the sense of being closely knit social and

POLITICAL UNIT

Roger Williams, becoming involved over a few years with this area, could help locate and help facilitate the growth of talents and forces that draw the people into a stronger social unit.

To this end of community organization, a proposal might be framed by the college, the Housing Authority, Progress for Providence and local residents to ask for funds TITLE I of the Higher Education Act. In fact, several such opportunities may emerge. Working with residents and other groups would make funding for college programs more attractive. Likewise, the residents will profit from association with an institute of higher education. For the college, Hartford Park would be the core of the neighborhood. The anti-poverty program has already stimulated some local organization. Roger Williams can help them grow and help them develop new groups. At the same time the college will learn. Working together with residents is a major social studies experience in itself.

The catalogue of courses for Roger Williams indicates a few points related to curriculum. The education courses are now insignificant. They are given little credit and generally concern themselves with study of education in the abstract. We suggest these courses be changed to include encounters with teachers, classes, peer teaching and tutoring. Likewise new materials and methods should be considered as well as old ways of teaching.

The foreign language component may be popular with students, but we question whether a student gains or the college gains any particular value from such courses now.

The History and Political Science courses - like many other courses at Roger Williams or many other colleges are survey courses. The material is presented in panorama and seldom, if ever, in depth. Students are seldom drawn into the actual subject matter - in the manner of those political science students who worked in the offices of Congressmen. Students should also learn by being employed in action.

Finally, in passing, Roger Williams might profit from investigating the Harvard Project Physics course and the Tops Kit approach to Chemistry teaching of Professor Hubert Alyea at Princeton University.

Problems of management are inherent in an unorthodox program at an unusual site. The variables are often beyond the control of the college. Flexibility and patience are the best antidotes. Defining roles and establishing regular lines of communication are first steps to aleviating the difficulties. Direct work with residents and knowledge of the larger neighborhood will help even more. The college must do its homework well and procede cautiously remembering that their ocassional help in the neighborhood is in the neighborhoods interest.

STUDENT SUPPORT, SELECTION & COUNSELLING

The students for this program can be drawn directly from the student body at Roger Williams and from other neighboring colleges. Since the size is reasonably small recruiting should not be a problem. If the college can keep the charges down to that for two semesters and still give credit for a full year's work, the additional costs of room and board should be acceptable to students.

The Peace Corps and VISTA have considerable experience in this sort of program. As these organizations have matured they have learned that the term "Culture Shock" is more dramatic than the problem encountered by volunteers. Rather than shock one finds a grinding down, boredom, poor motivation and poor self-discipline.

The college will probably find that a few students may drop out of the satellite program. The college can avoid some of this problem by carefully selecting students. If the college also engages the students in planning details of the program, it will collect more insurance against dropouts. The students will have invested more of themselves into their initial impulse to join the satellite program. By participating in planning, they willl also be more realistically informed about the program. If students maintain their interest in joining after this planning they will be less likely to drop out after the program starts. People with weak motivation will select themselves out of the program before it starts.

Once students begin the program the opportunities to review and assess the experience with counselling should carry students through, if the faculty will listen attentively and seek out the students. Informal weekend and evening encounters often bring out most useful information for maintaining a successful program. Evening, when students are preparing assignments, is often the best time to tutor and give instruction. At this time the need is immediate for the students. Immediate response from instructors is effective and appreciated.

We recommend that the college place a psychologist whose manner would invite formal counselling in case of significant trouble and informal exchanges (feedback) between students and the counsellor as part of the satellite program. This feedback session might be a formal process at the start, middle and end of the program. Such formal arrangements in the realm of counselling can be threatening to students. However in programs like the Hartford Park satellite, feedback is an essential source of strength. One simple definition of "culture shock" is the absence of feedback that one can understand.

This program demands more independent work and responsibility than the ordinary program at the main campus. The responsibilities should be clearly outlined to the students at the start of the program and students should be held accoauntable for their actions, their study work, and service activities. As interviews with residents indicate, social behavior will be

watched. The student body will be men and women. Rules of the house should be established with the participation of these students. The most important watchword is discretion. Gossip in Hartford Park should be expected. The students should understand the importance of not providing fact for gossip. In the student orientation it should be made vivid that gossip is not always malicious in intent even if the content is derogatory. Students have a responsibility to each other to maintain certain basic decorum.

In this area of behavior, the students should be informed of the impressions sloppy dress and sloppy rooms will have on other people. The condition of students' quarters may reflect the climate of their morale.

At Hartford Park many residents take pride in their apartments and the generally neat condition of the grounds. The students may not value a well kept household at this time in their lives, but they should realize that others will take away strong impressions about them from the condition of their rooms. We do not wish to press the point too hard, but expect to find this matter of tidiness a minor headache.

The students should be oriented before they move into the area. Several families would be pleased to invite students for a meal and a chance to talk. Others would prefer to merely have a chance to lay before the students some impression of life at Hartford Park. If this sort of discussion does nothing

more than to introduce a few residents to the students and thereby identify some friendly faces, it will have done well. However more could come from a short program of orientation beyond ice-breaking. Orientation starts the adjunct faculty's association with students. Persons at the November 17 meeting might be such a group. Hartford Park holds untapped talents. Roger Williams can make it its business to seek out these talents for the benefit of the students and other persons in the neighborhood.

Formal entertainment is not available in this area. Students may therefore feel confined and constrained after some time in the neighborhood. Self-discipline will be a measure of maturity and competence. This standard of excellence will be particularly elusive at moments of depression. September and mid-winter should be natural low periods. Although it would mean additional expense, a change of scene for a retreat at which students and faculty might reflect on their work and experiences could help the learning process and everyone's morale.

The lack of facilities is a concern for local residents. Sports, games, arts, crafts, theater, photography, and so forth are activities that residents may be quick to support with the college.

Students are likely to need direction and encouragement in meeting people. They will be self-conscious and hesitant. Small,clear,specific operational tasks can be given to them to help the settling in process. Without directions at the start the students may develop an unwanted mood of despondency. However, too much direction may lead to a sense of dependency in the students. This sort of dependency is also unwanted. Faculty should themselves be active in field study projects. Faculty will help avoid this possible dependency by providing models and not direction after the settling in.

Our suggested program allows increasing complexity in the study by the college of community matters. These studies may eventually develop into a program of study and carefully supervised internship programs under the auspices of Roger Williams. However, the program outlined here is not meant to do these things. It is an introductory course directed to learning basics about urban living and to develop more complete understanding of academic study through working in the world, trying to apply learning directly to life.

Students will learn while directly engaged with work and life in the city. They will learn a few useful skills and return with a more enlightened view of themselves and the urban scene.

They will not return experts. They will not have developed professional skills for urban public service professions. This satellite program will only be a start. How the students

develop this initial experience will depend on the follow through, counselling and academic program of Roger Williams at the upper level. Today there are no courses that would serve persons interested in public service on return from the Hartford Park satellite operation. If the college is not going to add these sorts of courses to their curriculum or redesign present courses at the main campus they should develop greater familiarity with academic programs at other near-by institutions so they can direct their students to those colleges.

The Students in Action:

At the start most students will probably need guidelines, and directions. However, the faculty should not allow the students to become dependent on them. At the same time staff should be aware that they must practice what they preach. Students respond strongly to the faculty example. Faculty would profit personally and would help the program if they were themselves involved significantly with an action program in the neighborhood. In this tight and intense satellite program, faculty commitment will determine success as much as student commitment.

Studies in this program will seem like a stream of data and sensations to most students. Learning will not come in the familiar classroom packages. Students and faculty will need formal and informal chances to stop, assess, review and reevaluate events and ideas. Students will probably find the

living situation and the responsibilities of more independent sorts of study provoke anxiety. Opportunities for informal or formal counselling should be readily available.

Because the program will be more intense than ordinary college experience, it is especially pertinent that students learn skills in assessing their own performance and in planning their own learning. This would not mean student control. It would call for highly attentive, alert and sensitive faculty. The faculty will need to coax, entertain, and argue with the students.

A student's day may resemble one of the following schemes for a program:

	A	B	C
8 - 9	reconnaissance	study	political science
9 - 10		day care	study
10 - 11	communications	day care	reconnaissance
11 - 12	short course	communications	reconnaissance
12 - 1	day care	reconnaissance	study
1 - 2	day care	reconnaissance	communications
2 - 3	social service	short course	day care
3 - 4	study	study	day care
4 - 5	tutoring	recreation	seminar
5 - 6	tutoring	recreation	
6 - 7			
7 - 8	meetings -- seminars -- independent study		
8 - 9			
9 - 10			

Proviso that continuity must be maintained in Day care (Head-start) -- Recreation.

Courses would not necessarily meet every day. Thus the next day's course of work for student A might be study and day care only.

Social Service or teaching:

Day care

tutorial

recreation

work in related agencies (Progress for Providence, Urban Renewal or CAP)

Attending meetings or sitting in classrooms will be boring to students if they are not trained to look for certain behaviors. Analysis of meetings with peers (i.e. viewing or listening to taped recordings) can start this process just as consideration of a scheme like the Stanford Teacher Appraisal Guide and and a flow chart can enliven classroom discussion.

Counselling

Another caution for Roger Williams will be the possible 'freezing' of relationships after an initial enthusiasm by students, faculty and residents for getting to know each other. This sort of staleness comes frequently in Peace Corps and VISTA experiences. It is to be expected but not accepted. Students should be warned of this likelihood and

urged to persevere in their efforts to build friendship and understanding with residents as well as with each other.

ENTERING HARTFORD PARK NEIGHBORHOOD:

Summer 1968 is an optional starting time. Voter registration drives will be under way. Students and faculty could serve in voter registration drives. In this activity the college people will not be seen as intruders. They will have a clear and understandable purpose as they move in the neighborhood. They will learn about the neighborhood in the process.

During the summer, children will be out of school on the streets of the cummunity. As students and faculty interact with the young residents, many social and educational concerns will become apparent. This information can be used during the school year in planning and giving tutorials and in daily interaction. These summer activities show a concern and intention of the college: to establish trust before venturing to diagnose the community and suggest solutions for community problems. Without engaging in unusual door to door attitude study or in depth interviews, friendship and the gathering of disperse but available data about the area can occur without much suspicion. It should be remembered that residents are already bothered by lots of solicitors. Friendships, participation and hands-off by the college in its initial involvement should generate a favorable attitude to the college in the community.

Settling in or reconnaissance will be the second critical process after planning and building community relationships. The student and faculty need to be knowledgeable of their general environment. This means more than streets but also places--points on the map like Progress for Providence or a particular church.

The following is an example of a short check list for settling in at Hartford Park. Obviously the students must do these things in very small groups or alone. The exercise would take some logistical arrangement to assure that students work individually.

Map the area, perhaps in stages (precinct by precinct), locate various districts, social groups and so forth. (How would student characterize various parts of area)

*Locate at least _____families on the maps by name and place

Indicate on map relative patterns of movement in area

Locate resources, schools, amusements, shops, etc.

Construct an informal history of last 25 years in neighborhood

List and meet key people of power of influence

State your criteria for power and influence

Construct at least one biography of a person over 30

Establish friendship with one family

* Keep a journal daily

Articulate a short list of special concerns for study or discussion.

Attend local functions (at least 3) public meetings, church social, PTA, etc. Comment on effectiveness of material - purpose of meeting - attendance of meeting - action taken as a result of meeting.

*A journal will serve the individual particularly, but also serve the whole program by helping to prevent forgetting of the experience.

Articulate short list of achievements and failures or some other sort of self-assessment exercise.

A scheme for achievement motivation from the Cambridge firm Development Research Associates, Inc. can also be a guide for self-assessment. A student can evaluate goals, problems and strategies for solving the problem:

1. Goal -- specific, operational, personally significant.
2. World obstacles
3. Personal obstacles
4. Resources or people from whom you will seek help and advice.
5. Action you will take to reach goal
6. Means you will employ to evaluate performance

Frame a short reading list for the next month with explanation for selecting books or articles

Interview at least one public official

Attend sessions of trial court on two different days -- write reaction

Visit political headquarters of all local candidates

Attend a religious ceremony outside your own faith or denomination

Complete required reading and writing assignments

Write a short biography of yourself with references to how you think other people perceive you.

This information gathered in reconnaisance should be useful for helping to negotiate future funding proposals. Once this process has been completed the college will have a handle on this ambiguous area that few other organizations can boast. If the college is working with anti-poverty and resident organizations the chances for development are even greater.

As this information deepens, the college will have an increasing helpful role to play in the community. The college will have approached this community in the manner that all programs recommend but seldom fullfill. From the start of the formal relationship the college could assure the residents participation and the students' careful reconnaissance of the community.

Recommendations for programs and proposals could be collaborative activities of residents and the college not merely academic inspirations smoothly articulated but without a knowledgeable base in practical experience.

Evaluation of the data gathered by students should be a continuing process. Local residents would be particularly useful in some of this evaluation. Cross checking of students' work will be another handy touchstone.

If the college programs can be integrated with understandable and ordinary public action like a non-partisan registration drive, residents will be less inclined to feel the college is being nosey.

In time, perhaps seven months to a year, the satellite operation should be well-informed about names, events and people in the area. From this position the college can more easily support research or other such projects intellectually and financially.

The investment in time - we suggest should be at least five years. In addition to reasons of thoroughness in study, Roger Williams should devote five years to the satellite operation (local residents willing) as a responsibility to the children of the area. The peak age group, is the five to ten year olds - preceded closely by the large group of ten - to - fifteen -year olds.

These children are deciding many matters of their personal development relevant to issues of the urban scene. Will they go on to school, join the army, join the gang, etc? If the college can actually serve these children, to abandon them after a brief two years, would be to leave its efforts both unfinished and poorly begun.

Each student would be assigned a cluster of one or two city blocks on which to concentrate over the course of the year. Thus, each student has a particular territory and interest to know and represent. By the end of the year, specified tasks and studies could have been made to gather relevant data. Census reports, maps, simple observation, exploration, and numerous other kinds of superficial observations would precede personal contacts and more detailed study. A major problem will be collating the varied experiences of the students.

Short Courses:

Courses can be organized with more flexibility in a residential setting. Students prefer flexibility in the duration as well as the subject matter of their courses. Roger Williams can implement short courses as well as full length courses. Short courses can be developed to meet particular interests or needs that mature as the year progresses. Those courses would allow students areas that may be only interesting to them on the short term as part of their general liberal education. The development of materials and courses would be the work of the instructors and in some cases residents and students.

These topics could be expanded to regular length courses or constructed so that a student might take a segment of one course then move to another:

1) The Melting Pot: consideration of biographies, history and sociological studies of Negro, Italian, Irish, Jewish or Spanish-speaking immigrants in America considering one or two groups at a time.

2) Literature of Social Protest (especially in America): considering music, poetry, articles, novels, drama, films and history (especially original source materials); students could study various protest movements. The most pertinent presently may be Civil Rights and the Movement; anti-war protests; development of the labor movement; temperance; woman's sufferage and so forth. In studying these various social movements, students would look for the responses provoked

in different segments of the public as well as an understanding of the protest.

3) Justice in the United States: emerging issues such as the right to counsel for the indigent (Gideon, Gault, etc.) interviews with police, prison and parole officials; Documentary films (i.e. National Educational TV). The Trial -- Franz Kafka.

4) Foreign cultures (i.e. India): Summary of geography, history, culture, drawing in people from that country and former Peace Corps Volunteers who served there. In considering India, attention would be given to Ghandi, population problems, religion, music, and films like Pather Panchalli. A special concern of this film (part of a trilogy) is the family. Investigations into another culture should follow the individual, family, neighborhood pattern suggested in the domestic course.

5) Making of the President 1960, 1964, (1968). Students would read the books of the same title and view the films (distributed by McGraw Hill), read speeches, and follow closely the 1968 election. During the first year of the satellite program this would be a basic course which included study of a local election. Future students would make it a short course.

6) Understanding News Media: This course would draw particularly on professional journalists, TV and radio broadcasters.

7) Case histories of specific pieces of legislation (i.e. the Model Cities Program, Civil Rights, Aid to Education, etc.) concerning bills' conception, committee work, enactment, funding solicitation, fulfillment.

In the first months, Roger Williams should carefully select a few of these suggestions and concentrate on assuring their quality. After that, the college can cautiously increase the number of offerings.

Communications (required):

This course concerns listening, speaking, reading (viewing), and writing. As the college develops skills in manipulating media it would expand this course to include production of audio-visual materials.

Exercises in problem solving and listening would lead to experimentation in role-playing, peerteaching, and microteaching as tools for effective communication. Reading comprehension and reading speed will be practical and expositional with some creative and poetic expression. A part of this course area will try to sharpen the reader, listener or viewer's skills at critical analysis. Another element of this course will be parliamentary procedure, group dynamics, management of meetings, and role-playing and study of helping and obstructionist tactics in meetings.

A subgroup of this course may devote itself specifically to humanities, art, theatre, and literature.

These explorations in humanities may be Short courses or an advanced seminar. The latter would probably be more appropriate.

(If the computer service is sufficiently developed next year special work could be given on, about, or for it.)

This area of communication and media is a rich field for development and a possible source of new funds.

Peer Teaching (required):

The microteaching course is a system of teacher training exercises recorded on a videotape machine. These brief segments of teaching can be done without the videotape, but the videotape provides splendid feedback for both the student and the teaching coach. Presenting lessons to peers proves to be a stimulant to careful preparation and responsibility for work.

The satellite program should demonstrate learning by doing as well as studying. Another element of this program should be learning by teaching. At first, the college would avoid the logistical difficulties of looking for and negotiating student teacher opportunities. This inquiry can be begun over the summer. The microteaching format with or without the videotape is an excellent device for assessing students' work and allowing the students to test their own understanding of what they have studied.

Perhaps the college will want to defer the introduction of this process until winter when the excitement of campaigns and summer will have died down. The first use might be to give orientation to students joining the satellite site in January or to share information with the main campus. A student may be assigned the task of teaching a unit on a poem, experiment, or book he has studied. Preparation for the peer teaching assignment is often more intense than that required in writing a paper or a quiz.

Prof. Dwight Allen who is primarily responsible for developing microteaching at Stanford is now chairman of the Education Department at the University of Massachusetts at Amherst. He and his department may be a desirable link for Roger Williams if it undertakes preparing teachers.

The combination of communications study and application should make students more aware of and more effective in their roles as actors in society.

Longer Courses:

1) Individual Independent Study (perhaps only for exceptional students or the second half of the year).

Independent study would be given credit and designed by the individual student in counsel with a faculty member. The focus of this work should be relevant to the urban situation. For instance, a student may wish to research new developments

in public housing architecture and contrast these with Hartford Park's architecture (which was a new development fifteen years ago). A student may wish to document through interviews and study the urban renewal program in operation just north of Olneyville Square.

2) Education Courses and Teaching (elementary level, reading skills) -- videotape, microteaching, work in classes, case studies of educational problems and educational administration, practical work with new curricular materials such as those from Educational Development Center in Newton, Mass. and others.

3) Urban Studies -- urban geography, municipal systems, metropolitan economics, social studies concerns. Urban renewal.

4) Political Science with focus on metropolitan areas.

5) Business Administration and Management in Government.

6) History of Providence and Rhode Island.

7) Humanities: In such courses the students should be encouraged to look at the painting and sculpture of the period and place under scrutiny. One such course might be, Machiavelli and His Times.

A sequence of study one might follow would include this sort of outline blended with the traditional course considerations of psychology , sociology , economics , and the discipline of study that they demand.

Readings.... The Individual : Childhood and Society , E.Erickson
Confessions of Nat Turner ,W.Styron
Invisible Man , R. Ellison
Manchild in the Promised Land ,C.Brown
Catcher in the Rye , J.D.Salinger
The Village School Downtown , P.Schrag
Gideon's Trumpet , A.Lewis

Family : Raison in the Sun , L. Hansberry
Glass Managerie , T.Williams
Death of a Salesman , A.Miller
Who'll Save the Plowboy , F.Gilroy
The Cool World, W. Miller (and film)
Exerpts from Children of Sanchez ,O.Lew
comparative studies of family life
in different world cultures

Neighborhood : The Uprooted , O .Handlin
The City is the Frontier , C.Abrams
The Trial , Franz Kafka
the Hyde Park study by Julia Abrahmson

Short Course : Making of the President 1960 ,1964, (and 1968)
local elections and legislative action

Communications ; as above

Political Science : issues in local government

Goals of the program for first year:

Determine areas of growth in Roger Williams' study of the urban environment and operations

by:

Living in Hartford Park and sharing actively, personally and directly, in the life of the community. This activity would be supervised but largely informally structured. Community inventory is a necessary foundation for involvement and understanding. Good timing and sensitivity will be needed to start this program.

Study and work to develop new curricula for the study of communities and urban situations both at field sites and on campus.

Serve the residents of the neighborhood. This activity is basically the responsibility of a good citizen. Without this collaboration with the residents the college will have little reason to be there except to look at the people.

Gather and spread information and thus facilitate greater knowledge and participation for the residents in the roles and opportunities of the city .

BEGIN	GROWTH POSSIBILITIES AFTER SOME YEARS
Reconnaissance	urban geography
	urban political systems
	urban social behavior
	environmental science
Communications	training for library science
	studies of using media
	student film projects
	student radio projects
	development of curriculum and program learning
Service recreation	occupational training
tutorial	teacher training & curriculum planning
day care	teacher training & health social work
Short Courses	adult education
	full school year, more flexible student involvement college
long course	Social studies and social service department

THE DIRECTOR and THE FACULTY

According to one Roger Williams document, the director for this satellite project should be a person "with high academic credentials (preferably of an inter-disciplinary nature) and that he be a capable administrator". Perhaps the smaller program calls for different emphasis. Within this modest framework administration will be less complicated in administrative and academic areas but more demanding of personality and counselling skills. The very important jobs of curriculum development should be tackled by an academician rather than an administrator- probably an assistant to the director with a small staff. The small group lends itself to highly individualized attention from the director. We have suggested that this person live at Hartford Park and expect to devote most of his time to this project. The full time on the spot participation of the director will support the whole program. He will determine many aspects of the program with his style. Therefore the College must give particular care to selecting a person with interpersonal skills and commitment to this project. If the director does not actually live at Hartford Park he should expect to be there at all sorts of abnormal working hours. He should be at Hartford Park for meetings in the night time, Saturdays and Sundays, and occasional holidays. The director must keep in tune with residents, college personnel and officials.

At least two faculty member (perhaps a psychologist and a sociologist) at the satellite project should be persons currently on the Roger Williams faculty. Those persons should not give up all their teaching duties at the main campus, but most of them. Assigning these persons to the project will also help to speed planning and dissemination of information about the project to other faculty and students. Likewise when the first year is finished for those faculty members they would return to the main campus and would supervise selection of new students and follow through with students returning from the satellite operation. Their participation in the field work strengthens the full college support of this satellite operation, but is also essential to building a successful program. One needs only glance at the expressions of bad feeling toward desk bound staff members in Peace Corps, military and other field operations to know the negative power of not participating in the action.

In a general outline of activities, the following would be regular monthly meetings:

1) President Gauvey and Hartford faculty and faculty at Roger Williams particularly interested in the satellite program or its fields of study. (Meeting notes distributed to rest of faculty)

2) Student groups at Hartford Park and Bristol (after June or September).

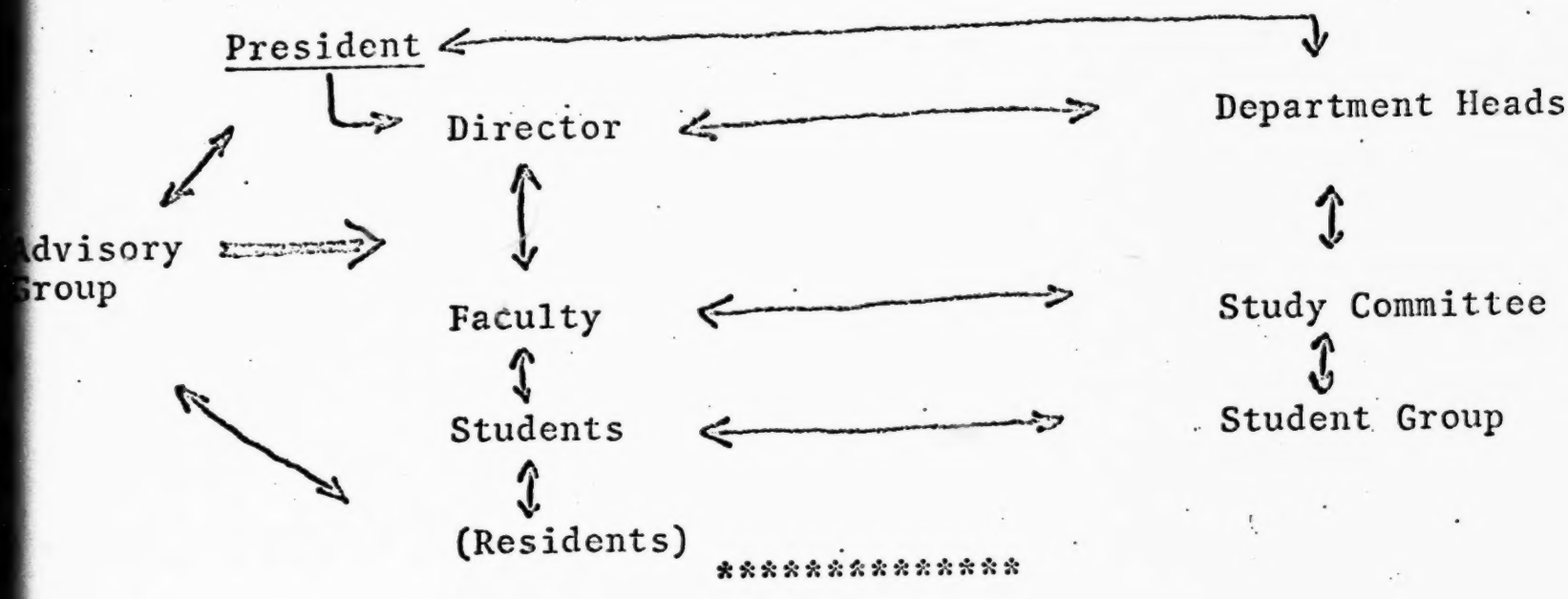
3) Hartford Park residents advisory group and faculty at Hartford Park with a student representative and a representative of adjunct faculty.

4) Seminar by outside academic or non-academic consultant for faculty of Hartford Park satellite program. Consultants to be chosen by this faculty. The first persons chosen should be school officials, local councilmen, perhaps congressmen from Rhode Island, Police officials, and officials from other city services.

5) Regular exchanges between students, selected residents and pschologist regarding program and students' behavior to help document the satellite venture.

6) Visits by Administrative officers of the college to Hartford Park for discussion with residents, students and faculty.

ORGANIZATION STRUCTURE of the SATELLITE PROGRAM



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ADVISORY GROUP:
- Roger Williams faculty representative
- Roger Williams administration representative
- Roger Williams student representative
- Hartford Park parent representative
- Hartford Park youth representative
- Hartford Park elderly representative
- Hartford Park administration representative
- Adjunct faculty representative

STUDY COMMITTEE:
- Faculty from both sites
- Academic Vice-President
- Adjunct faculty representative

Formal monthly meetings should be held and notes of these meetings recorded in order to share and document the new program.

General Time Table

February --

Roger Williams makes provisional decision:

if negative -- persons at November 17 meeting informed, thanked personally and sent letter

if positive -- persons at November 17 meeting and other residents should be presented with a plan to discuss and approve or make recommendations.

if residents' group disapproves -- negotiate or withdraw

if residents' group approves -- establish Advisory group from residents'and with residents' planning

If special funds needed for Director of Education and Hartford Park -- seek funds

Select Director (Advisory group approval)

Select two other faculty

Start planning and seeking funds

a) for day care structure

b) for cooperative program to staff day care center and work with parents

c) other programs like job training, high school certificate

d) new materials -- books, video equipment

April -- May	Selection of students
May	Visitation
May or June	Orientation of Students
June	Begin program

DAY CARE CENTER

Day Care Center:

The interest in day care centers is widely expressed at Hartford Park. The definition of what such a center should be is not discussed. The summer work could help the residents and the college determine together the character of such a local service and educational program. Progress for Providence personnel designated by Frank DePetrillo would be important cooperating agents in the planning and operation of such centers.

Perhaps the obvious place for such center would be living units in number two Whelan Road. However, the problems of movement in and out of the building and the curious construction of these units bring hazzards that suggest a ground floor facility would be better. The basement rooms are in themselves difficult to operate and keep attractive on an individual basis. However, the Housing Authority might serve the families of the area considerably by building a geodesic dome over the space now used for clothes racks - next to the building - or less expensively - design an enclosing structure to make the entire ground floor of one wing of the building, an open area with rooms off the central enclosure. An extension of the walkway and the widening of the doorways might be an easy way of providing residents a day care center at little expense or inconvenience.

The floor would be carpeted and the interior painted, the cooperative action for the modeling and operation of this center would help to create the collaboration one would hope to find between the college

and the residents. A similar structure at number ten Whelan Road might serve the elderly with a game room and some space for growing flowers and holding meeting.

The DAY CARE CENTER could be a HEADSTART PROGRAM and a means for educating parents about how they can encourage the development of their children.

Students at main campus:

The communication with students may be difficult since, generally, time for meetings is not now a part of the college program at the YMCA.

A preliminary group of particularly responsible students and the faculty now with Roger Williams who will be a part of the satellite program should begin exploration and participation in public events in the Hartford Park area. This group would be the main force for spreading an understanding of the program to other students and for recruiting.

After the students are selected the faculty and the students should be given some orientation by interested persons at the Hartford Park. Inviting residents to participate in this orientation should show again the college's desire to collaborate in matters affecting the neighborhood. The students should also be given preparation for settling in to the neighborhood and to the sorts of accountability expected of them. The program should span a full year for each student because summer is such a contrast to the academic year.

The opportunities for establishing a dynamic relationship in connection with activities at the Bristol

campus are many. There are excellent possibilities for relating to the population of Bristol in the way the satellite campus seeks to serve the areas in the west of Providence.

The Elderly

Care should be taken to prevent the colleges dis-association with elderly persons at Hartford Park. Students have little experience or interest in serving these aging persons. They need some attention.

Activities for the elderly like shuffleboard, cards, gardening, are not convenient.

The elderly can be a significant resource. They can offer skills to students. They can be a "living history" resource. Although, discussions with elderly persons about events or ways of life in the past might be occasionally tedious or slow, students could profit from these conversations.

A glance at the population grouping for Hartford Park indicates two dominant groups--youth and elderly. The cleavage between these groups is considerable. Some recent studies suggest it is probably unavoidable. The number of elderly is increasing at the project. Initiating effort in the field of social services for elderly might merit Roger Williams' attention.

IN SHORT FORM - OUR RECOMMENDATIONS ARE THE FOLLOWING:

1) Urge the Housing Authority to add facilities on #10 and #2 Whelan Road to accommodate a meeting and game room for elderly, and a center for day and evening care for children. This should be done in collaboration with Progress for Providence, especially Frank DePetrillo and residents.

2) An advisory committee made up primarily of residents should be formed to oversee this college satellite.

3) No other satellite programs should be started until Hartford Park's satellite is well underway.

4) Service=work and short courses should be full credit elements of the curriculum along with forms of peer teaching and a careful program of community inventory.

5) Adjunct faculty from local public service organizations and residents at Hartford Park should be sought and employed on a part-time basis.

6) Faculty and students should have a discretionary fund for seeking their own occassional speakers.

7) The curriculum of the main campus and the faculty should be reoriented to shape greater continuity of the public service interest of Hartford Park's program. This will mean formal meetings, visits, and supervision.

8) Students will need faculty assistance on a more or less full-time basis. This faculty should live at Hartford Park and seek too see students at evening and weekends - in addition to their formal schedule.

9) The program at Hartford Park should start small and with care to establish a solid foundation of collaboration, commitment and knowledge both at the main college and within the satellite area.

10) As competence is developed - other acitivites may be designed and implemented.

11) The first step must be largely a Roger Williams investment.

12) Other significant funding can be raised to support the future programs to be developed there. Funding should be sought for curriculum development, to support parallel activities, such as HEAD START, UPWARD BOUND, and projects for development with the schools such as, TITLE III.

13) Orientation to life at Hartford Park should be given to students in May or June by residents and faculty.

14) Careful procedures to document and assess the program activities at the satellite project should be outlined and followed.

15) Residents of Hartford Park should formally announce the college's decision to establish there.

16) A curriculum and program committee of faculty residents and students should be formed to design new course content relevant to their expressed needs. Students and residents must feel they are able to initiate changes or stimulate growth which they consider important.

17) There should be at least one woman faculty member or a faculty wife at the site.

18) At least two faculty members should be persons currently a a part of Roger Williams faculty, for continuity both before and after the satellite project's first year in operation and to speed the process of preparation during the spring of 1968

19) Other faculty might be returned - Peace Corps Volunteers - graduate students in education or psychology or political science, retired persons with considerable experience in city affairs or another related field.

20) Faculty should participate in community activities as the students do. They would be models for the students as well as instructors.

21) The faculty should turn in reports at the end of every second month.

22) Faculty should meet regularly with faculty at the main campus.

Sources of Information

Regarding the elderly: Florence Heller Graduate School of Social Welfare, exp. Professor Robert Morris

Microteaching materials: Prof. Dwight Allan (Stanford Univ.) (U. Mass.)

Teaching Urban Youth: A Source Book for Urban Education, ed. Peter G. Kontos, James J. Murphy, John Wiley & Sons Inc. (New York): 1967.

Community Inventory materials on (KEEPRA) from University of Michigan or Peace Corps

The New Social Studies -- Fenton

Social Integration of the Aged -- Irving Rosow, Free Press (New York): 1967.

Learning to Read: The Great Debate -- Jean Chall, McGraw Hill (New York): 1967.

Paper by Roger Harrison (National Training Laboratory, Washington, D.C.) regarding Peace Corps Training -- a university model and an alternative (Peace Corps)

Urban Extension -- a Report on Experimental Programs assisted by the Ford Foundation (Their bibliography is attached.)

Education and Community: Fred M. Newmann, Donald W. Oliver, Harvard Research and Development Center on Educational Differences: 1966.

Funding Suggestions

The college must be alert and agressive in implementing new curriculum materials and technology. We have mentioned in other parts of the report examples of these. Unfortunately most of the projects engaged in new curricula have concentrated in Science, the Arts and English. It would be extremely useful if the college could obtain these materials and implement the useful parts. The strategy for accomplishing this implementation could evolve naturally through teacher training efforts.

After students have been exposed to particular materials and learned some of the elements themselves they can try these elements in practice teaching or tutorials. Periodic review sessions can be held in which an evaluation is made of the usefulness of the materials in meeting stated educational goals, relevance of the materials to the school-student educational and/or social problems. The bare spots as revealed by these review sessions will indicate areas where development groups comprised of faculty, students and residents can work.

Some of the most appropriate areas will be economics especially gaming theory.

Language — cultural, linguistics, operational — Problems

Urban Historical influences

melting pot
political control

Legislative (civics) evolution

Materials from the two closest regional education laboratories should be obtained. For more information write to:

Arthur Singer, President
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02158 (617-969-7100)

Especially for studies in Applied Social Science materials

Robert Dentler, Director
Center for Urban Education
33 West 42nd St.
New York, New York 10036 (212-244-0300)

Especially for studies in Applied Social Science

Prof. Lawrence Senesh
Economics Dept.
Purdue University
Lafayette, Ind. Elementary Economics Program

ERIC Information Retrieval Center on the Disadvantaged
Ferkauf Graduate School
Yeshiva University
55 Fifth Avenue
New York, New York 10003 (write for available literature it's very rich)

Paul R. Mahony, Editor
Washington Report (Publication of State Univ. of New York)
1200 17th St. N.W. Suite 808
Washington, D. C. 20036 (ask for Vol.II #9, Nov. 24,67 Research & Educ. for the Disadvantaged

We have also indicated that much more use could be made of the various media in presenting alternative methods for teaching and learning. It is important to utilize every possible mode to individualize instruction in a situation such as the satellite project where individual students must consider themselves as generators of the educational process with faculty and residents.

In connection with the citation of the "documentary" media- film and video recording - we also recommend that the college set up a planning group to study the possibilities for use of computer assisted instruction.

Available now: German
French
Statistics
Physics

In one year: Elementary reading
" "arithmetic
Chemistry
Tutorial math
Spanish

One of the most severe problems in structuring an urban school curriculum involves construction of meaningful and useful roles for parents. To date parents have been unable to make substantive contribution toward any of the three most important areas of content methods of presentation or evaluation. Parents do see the destructive effects in their children caused by the irrelevant nature of the curriculum and the implementation by disinterested teachers.

Roger Williams College has a unique opportunity to conduct a program for research and development of an improved urban curriculum. This program would investigate

new roles for teachers in the community as well as in school

teaching roles for parents in tutorials and to implement exercises

teaching roles for older students (in elementary school as teaching aides)

The program would produce materials either original or synthesized from existing programs which would meet the needs for remedial or tutorial programs in reading, written composition, and mathematics. Special emphasis would be placed on producing materials together with parents. Implementation of these materials would place definite requirements on home use in drill and practice. This work would be supervised by parents or older students with individual children or in very small groups.

Fundamental to most funding for growth will be the college's success in working with community residents and Progress for Providence to make proposals together.

If the project is small and if the director is a man in education with some planning responsibilities for Roger Williams' development of an Education Department, this first year should cost little more than the additional salaries, new materials and a considerable effort in time, thought and action by the college.

If the college does not have funds for a department head in Education, private funding for his salary should be sought immediately. This person is the crucial figure once Roger Williams and community residents agree to make this effort.

Students should pay their own living costs. Service at Hartford Park should qualify for work/study funds in needy cases.

In addition Roger Williams personnel should visit local:

elementary and pre-schools

junior and senior high schools

Rodman Job Corps Camp

the Peace Corps training program (especially community seminars run by EDC in the South End of Boston. This program ends in February. Contact: John Durand, 617-969-7100.)

Other college operations.

At Harvard Prof. Donald W. Oliver is a likely point of inquiry since he has special interests in community education, social studies, and education about community affairs. An experienced doctoral candidate might be the ideal sort of director for this program.

The following is a partial listing of Ford Foundation grant recipients who have published material on problems of the aging. Requests for such material should be made directly to the institutions concerned.

AMERICAN PUBLIC WELFARE ASSOCIATION
1313 East 60 Street
Chicago 37, Illinois

The A.P.W.A. publications list, with prices, is available upon request

Medical Care for the Aging: Public Welfare's Administrative Role

Local Board Members: Partners in Public Welfare Services for the Aging

CORNELL UNIVERSITY CENTER FOR
HOUSING AND ENVIRONMENTAL STUDIES
Ithaca, New York

Economic Aspects of Housing for the Aged, Glenn H. Beyer (1961)

Community Aspects of Housing for the Aged, Marilyn Langford (1962)

Living and Activity Patterns of the Aged, Glenn H. Beyer and Margaret E. Woods (1963)

COUNCIL ON SOCIAL WORK EDUCATION
345 East 46 Street
New York 22, New York

Seminar on the Aging, Aspen, Colorado 1958 Proceedings
Vol. I, Toward Better Understanding of the Aging
Vol. II, Social Work Education for Better Services to the Aging

DUKE UNIVERSITY
Durham, N.C.

Income, Employment, and Retirement Problems of the Aged, Juanita M. Kreps, editor (Duke University Press, 1963)

NATIONAL COUNCIL ON THE AGING
49 West 45 Street
New York 36, New York

The N.C.O.A. Issues a monthly PROGRESS REPORT, and a quarterly publication, CURRENT LITERATURE ON THE AGING, both on a subscription basis. A list of other publications is available upon request.

The American Association of Homes for the Aging, at the same address, also has a quarterly publication, GUIDELINES, on developments in the field of nonprofit homes for the aging.